



Critical Thinking

How We Don't See Situations as They Are...Until we do.



32a Critical Thinking Class Outline

5 minutes	Attendance, Breath of Arrival, and Reminders
20 minutes	Lecture:
20 minutes	Group Activity
<u>5 minutes</u>	<u>Group Debrief</u>
60 minutes	Total



32a Critical Thinking

Class Reminders

Exams:

- 34a Exam
(0b, 2a, 2b, 3a, 3b, 4a, 5a, 6a, 7a, 8b, 9a, 9b, 11a, 12a, 13a, 13b, 15a, 16a, 17a, 17b, 18a, 20a, 20b, 21b, 22a, 23a, 24a, 24b, 25a, 26a, 27a, 28a, 29a, 29b, 30a, 30b, and 31b)

Assignments:

- 36a State Law Review Questions
 - Packet A: 159-164

Preparation for upcoming classes:

- 32b Passive Stretches: Guided Full Body
 - Packet F: 75-76
- 33a H&H Communications
 - Packet H:35-36
- 33b Chair Massage: **This class cannot be made up in the make-up room.** To schedule a sit-in, please contact the Student Administrator.



Classroom Rules

Punctuality - everybody's time is precious

- Be ready to learn at the start of class; we'll have you out of here on time
- Tardiness: arriving late, returning late after breaks, leaving during class, leaving early

The following are not allowed:

- Bare feet
- Side talking
- Lying down
- Inappropriate clothing
- Food or drink except water
- Phones that are visible in the classroom, bathrooms, or internship

You will receive one verbal warning, then you'll have to leave the room.

Class 32a - Critical Thinking in Practice

How we don't see situations as they are...until we do.



What exactly is critical thinking?



What is critical thinking?

In the simplest terms, critical thinking is reasoning.

It involves rational (logical) thought, evaluation or consideration of something, possibly to form a conclusion or judgment, or make a decision. It is a way of thinking with broad applications in all aspects of our lives.

- *Critical* here is not the equivalent of *negative* – means that one is applying more substantial elements of thinking in the thought process.
- Critical thinking includes a wide variety of variables – information, evidence, facts, ideas from experts, or other tangible knowledge.
- Critical thinking applies reflective thought, evaluation, questioning and exploration to the presented content, argument or conclusion.
- Critical thinking also evaluates the argument or presentation of information. It considers its structural validity –*how* those variables are presented.
- From commercials to articles to research to a conversation with a colleague, every presentation of ideas follows some kind of logical form—or lack thereof. Evaluating whether that form follows sound thinking is the second part of critical reasoning.



Critical thinking is essential to massage practice

Critical thinking can be applied to many types of situations:

- ***Clinical decision-making:***

In a health care context, analyzing problems to find solutions is called clinical reasoning.

- ***Evaluating content:***

Critical thinking has applications in how we interpret what we hear, read or learn. We should keep our thinking caps on when assessing any content regardless of source.

- ***Reading and evaluating research:***

Not all published research is of good quality. Conducting quality research in massage therapy is challenging.

- ***Making coherent, informed presentations of ideas:***

Identifying potential logical fallacies or errors in thinking in your arguments or communications requires a high degree of self-reflection. This is beneficial for your own personal development.



Why so often do we not see situations as they are until we do

Margaret Heffernan in Willful Blindness:

Failing to look at what's in front of us – to consider our prejudices, biases, assumptions – can have disastrous consequences.

Human beings want to feel good about themselves and to feel safe, and being surrounded by familiarity and similarity satisfies those Needs very efficiently. The problem...everything outside that warm, safe circle is in our blind spot....

We consider the people who disagree with us to be the most biased of all.



Ruth Werner defines critical thinking as:

... the conscientious processing of reliable information, from various sources, to inform one's choices...

A critical thinker is able to deduce consequences from what they know.

They know how to make use of information to solve problems, and to seek relevant sources of information to inform themselves.

How might we apply critical thinking to temper our inherent bias and set about thinking more critically?

- Define the problem
- Identify relevant variables
- Challenge assumptions
- Consider solutions and alternative actions to take
- Plan and execute your decision and
- Evaluate your results



Author and educator Sandy Fritz affirms:

Critical thinking isn't about knowing more.

It's about using information in a more sophisticated way.



15 questions massage therapists can ask themselves

- 1) What is the primary complaint?
- 2) What is the whole of this person's symptoms, impairments and experiences in relation to their presentation today?
- 3) What physical, occupational, social, recreational and other factors might be contributing?
- 4) Contraindications: What conditions exist that cause me to avoid those areas when giving the massage (cuts or open wounds, bruises, varicose veins, burn, skin conditions, fever, contagious diseases, etc.)?
- 5) What do I think is going on?
- 6) What is the evidence to support my view?
- 7) What am I not considering?
- 8) What knowledge/information can I reference to help me?



15 questions massage therapists can ask themselves

- 9) What interventions might I try?
- 10) Alternatives if that doesn't resolve the issue?
- 11) What comprehensive plan might I draft to address this person's concerns?
- 12) What other practitioners or modalities might I incorporate?
- 13) How might I measure progress?
- 14) How (after intervention) did they respond?
- 15) What might I change or do differently?



Limitations to critical thinking

In our deliberations we can be limited by:

- ❖ confirmation bias
 - we search for information that supports our position
- ❖ decision paralysis
 - feeling overwhelmed at the volume or complexity of information presented, therefore failing to act
- ❖ subjugating nuance for certainty
 - removing variables we might not fully comprehend for the psychological benefit of feeling “right”
- ❖ balancing humility with expertise
 - remaining open to other opinions and perspectives, while trusting and asserting one’s acquired knowledge and experience



Pam Fitch:

Underpinning all critical thinking and critical reflection is curiosity.

To a large extent much of intuition is really the result of some type of subconscious analysis – or critical thinking!

Critical thinking is an essential skill that prompts us to think about how we think, remaining open to the perspectives of others, and acknowledging our own bias and prejudice as necessary steps to making better judgements in our day-to-day lives.



Scenarios

- Divide the class into groups of two or three.
- Handout the Scenarios Handout.
- Assign an scenario to each group (or have them pick one to work on).
- Each group will discuss their scenario using the **15 Questions** from the lecture/handout
- Once the group have finished their discussion, go around the room and have each group share one or two things they learned from processing their scenario.



Scenarios

1. Dave is a 53 year old architect of information. He usually receives 5 or 6 massages a year but he hasn't had one since the start of the pandemic. He works for long periods in front of his computer. He has pain in his back and neck. Additionally, he feels very stressed. He is looking for relief from his back, neck, and stress. He would also love a nice scrub for his rough hands due to frequent washing and hand sanitizer.



Scenarios

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2. Joyce is a 63 year old woman with joint stiffness and soreness around the shoulder, ankles and knees. She is on no medications and has had no significant previous injuries. She loves hot treatments but is cold averse. She has no skin allergies and loves essential oils in her treatment. She wants focused work around her shoulders, knees, ankles.



Scenarios

3. Client is a 36 year old woman experiencing low back pain on the right side. She works a retail job that involves lots of standing and walking. Her pain is frequently worse at the end of a work day and is severe enough to limit exercise and sleep. She feels that a surgical repair of her left ACL 10 years ago and a severe car wreck that broke her left ankle 20 years ago could be factors that contribute to her current condition. Her goals for massage therapy are to move better and with less pain so that she can begin an exercise program.



Scenarios

4. Melva has kyphosis at the base of the neck on the posterior side. During previous palpations it was mentioned that she has tension in the posterior and lateral sides of her neck. She would love to feel better. She has been experiencing Raynaud's syndrome and took ibuprofen this morning for the pain.



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